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ABSTRACT

Materials from a project to integrate the new research on women into the University of Arizona curriculum are divided into four sections. Section I, recruitment, contains a letter describing the project to prospective faculty participants and a list of questions used to interview faculty for participation in the project. Section II contains an outline for the project's orientation workshop and a list of workshop topics and reading assignments. Section III consists of sample syllabi for participants' courses and bibliographies of individual summer study period readings in the new scholarship on women. Courses covered include introduction to political ideas, abnormal psychology, U.S. history, history of England, and women in media. Section IV, evaluation, contains a list of exit interview questions; an attitude survey given as a pre- and post-evaluation of project-targeted courses, control groups, and women's studies courses; and a post-evaluation survey. (LP)

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NEH CURRICULUM INTEGRATION PROJECT
University of Arizona
Director: Myra Dinnerstein Assistant Director: Judy Lensink

SELECTED PROJECT MATERIALS, 1981-1982

I. RECRUITMENT - Letter describing the NEH project to prospective faculty participants.

Entrance interview questions asked of participants.

II. ORIENTATION - Program and readings for workshop held May 21, 1982.

III. REVISION - Sample syllabi for participants' courses and bibliographies of individual summer study period readings in the new scholarship on women.

Introduction to Political Ideas

Selected Bibliography: Feminist Political Theory

Abnormal Psychology

Bibliography and Addendum to syllabus for U.S. History, 1607-1877

Bibliography and Addendum to syllabus for History of England to 1603

Bibliography: Women in Media

- Syllabi for a new Women's Studies course funded by the project: Women in Western Culture.

IV. EVALUATION - Exit interview questions asked of participants.

- Attitude Survey, given as pre- and post-evaluation of NEH project targeted courses, control groups, and Women's Studies courses.

- Post-evaluation.

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Myra Dinnerstein
Chairperson

October 26, 1981

TO: Faculty Associates, NEH Curriculum Project

FROM: Myra Dinnerstein, Director MD
Judy Lensink, Assistant Director jhl

We are pleased to extend to you this official invitation to be a participant in our NEH Curriculum Project for 1982-83. The goal of this project is to integrate the new research on women into the University curriculum. The grant provides funds for you to do research in recent feminist scholarship in your field in order to revise the content of your courses. According to the NEH requirements, participants are expected to teach their redesigned courses during the 1982-83 year.

As a recipient of the grant, you will be expected to participate in the following activities:

- A January/February meeting to discuss the project.
- A five-week intensive summer research program, from the week of May 17 to June 18. Activities will include:
  - a one-day workshop at which Women's Studies faculty members will provide background presentations on feminist scholarship
  - a library tour of resources on women.
  - a series of four weekly meetings where issues in Women's Studies scholarship will be discussed and where faculty associates will present an overview of current research on women in their fields.
- Revision of participants' targeted courses by the start of fall semester to include materials and new perspectives on women.
- Visiting Scholar Colloquia and Seminars (at least four) throughout the academic year. Nationally-noted scholars will present public lectures on their research and meet with NEH associates in seminars to discuss issues of feminist scholarship

- An ongoing internal assessment of our integration efforts. We will meet three or four times during the year to discuss pedagogical issues and to exchange ideas about the progress of curriculum project.

- Formal evaluation and assessment (required under the guidelines of the NEH grant), which will include:

  - interviews prior to and following participation in the project.

  - review of syllabi for targeted courses before and after materials on women are added.

  - student evaluations (pre- and post-attitudinal surveys and student responses to materials on women in the targeted courses, Women's Studies, and control group courses).

  - participants' assessment of their experiences teaching new materials on women.

  - interviews with an outside NEH evaluator.

Your stipend for participating in the project is equivalent to your salary for teaching one summer school course. If these conditions of participation are acceptable to you and you are able to fulfill the obligations of the grant, please return the enclosed letter of commitment by November 6. If you cannot participate in the project or if you have questions, please contact Myra Dinnerstein or Judy Lensink at 626-4477.

_____ I am willing to participate in the 1982-83 NEH Curriculum Project with the Women's Studies Program and am able to fulfill the commitments outlined in the letter of October 26, 1981

_____ I regret that I cannot participate in the 1982-83 NEH grant.

Name _____

Department _____

Date _____

Please return to Women's Studies, 269 Modern Languages, by November 6, 1981.

NEH ENTRANCE INTERVIEW

1. WHAT ASPECT OF THIS PROJECT INTERESTS YOU MOST? HOW DO YOU SEE YOUR PARTICIPATION AND THAT OF WOMEN'S STUDIES?

2. WHAT IS YOUR PREVIOUS USE OF WOMEN'S MATERIALS: FILMS, RESEARCH, BIBLIOGRAPHIES, PROFESSIONAL PANELS AND PAPERS, COLLOQUIA, UA PRESENTATIONS, ETC.?

3. WHAT DO YOU PERCEIVE AS MAIN OBSTACLES IN THE INCORPORATION OF WOMEN'S STUDIES MATERIALS: FINDING MATERIALS, QUALITY THEREOF, STUDENT AND COLLEAGUE ACCEPTANCE?

4. HOW DO YOU PLAN INCORPORATING THESE NEW MATERIALS?

5. HOW DO YOU PERSONALLY FEEL ABOUT INCORPORATING THESE MATERIALS? (INTEGRATION VERSUS FAD, GHETTOIZING)

6. DO WOMEN STUDENTS AND FACULTY FACE SIGNIFICANT DIFFICULTIES SIMPLY BECAUSE THEY ARE WOMEN? (DISCIPLINE, DEPARTMENT, OPPORTUNITIES, PROFESSIONAL ENCOURAGEMENT)

7. HOW SUCCESSFUL OR EFFECTIVE DO YOU FIND THE UA'S AFFIRMATIVE ACTION PROGRAM?

8. REGARDING WOMEN'S STUDIES, HOW DO YOU FIND THE QUALITY OF ITS SCHOLARSHIP? IS IT NECESSARY OR FADDISH PART OF THE CURRICULUM? PRESUMING THE SUCCESS OF THE NEW PROGRAM, IS THERE ANY FUTURE NEED FOR WOMEN'S STUDIES?

ORIENTATION WORKSHOP

May 21, 1982

WESTWARD LOOK RESORT

9:00-9:30 a.m.	General issues in Women's Studies scholarship How and Why Women's Studies developed
9:30-11:30 a.m.	Sex Role Asymmetry: An Interdisciplinary Issue (Readings: Barfield, Rosaldo)
	Panel and Discussion:
	Biological - Cultural - Religion, Myth - Historical, Medical - Economic - Higher Education
12:00-1:00 p.m.	Lunch
1:00-2:00 p.m.	Discussion of "Why Men Resist" (Reading: Goode)
2:00-3:00 p.m.	The New Scholarship on Women--Disciplinary Issues
	**Small Group Discussions:
	Social Sciences - (Reading: Hacker) Literature - (Reading: Kolodny) History - (Reading: Lerner)
3:00-3:30 p.m.	Break
3:30-4:00 p.m.	Visual Presentation: A Celebration of Women Artists

WORKSHOP READINGS

Ashton Barfield, "Biological Influences on Sex Differences in Behavior," in Sex Differences: Social and Biological Perspectives, Michael Teitelbaum, ed.

Michelle Zimbalist Rosaldo, "Woman, Culture and Society: A Theoretical Overview."

William J. Goode, "Why Men Resist," in Rethinking the Family, Barrie Thorne, ed.

Helen Mayer Hacker, "Women as a Minority Group," Social Forces, 30(Oct. 1951):60-69.

Annette Kolodny, "Dancing Through the Minefield: Some Observations on the Theory, Practice and Politics of a Feminist Literary Criticism," Feminist Studies 6, no. 1, (Spring 1980): 1-25.

Gerda Lerner, "The Challenge of Women's History," in The Majority Finds Its Past.

Political Science 220
Dr. Scaff
301 Social Sciences
Wed. 9-10; Fri., 1-3
(626-2911)

Fall, 1982
MWF 8:00
Econ. 308

INTRODUCTION TO POLITICAL IDEAS

TEXTS:
H. Arendt, On Violence (HBJ)
N. Machiavelli, The Prince
K. Marx, Selected Writings in Sociology and Social Philosophy ed., Bottomore (McGraw-Hill)
J.S. Mill, Three Essays, ed., Wollheim (Oxford)
J. Locke, Two Treatises of Government, ed., Laslett (Oxford)
Plato, The Republic, ed., Cornford (Oxford)

PURPOSE: Political Science 220 offers an introduction to political theory, one of the main subfields of political science. The course explores the beginnings of political theory, surveys the thought of some historical writers who have contributed importantly to theoretical discourse about politics, and concludes with an exposition of several main trends in modern political theory. One of its main purposes is to introduce students to the significant problems of political theory and of politics, both ancient and modern. The course stresses thought and analysis of ideas. It aims to develop an understanding of the conceptual language that is useful for analyzing politics, especially politics in modern societies.

EXAMINATIONS AND PAPERS: There will be an midterm exam (covering parts I and II), a short paper (based on parts III through V), and a final exam that is cumulative.

Midterm Exam: Sept. 27 (Monday)
Paper assignment: Nov. 12 (Friday)
Final Exam: Dec. 17 (Friday), 10:30-12:30 p.m.

ATTENDANCE AND GRADING: Class attendance is required; as is always the case, students will be accountable for material presented in class, and it is the student's responsibility to have this material. Reading assignments should be completed on schedule, work turned in on time, and exams taken when scheduled. A student is entitled to make up an exam or assignment only if he/she contacts me in advance of the due date. (I can be reached at my office, 626-2911, or a message can always be left with the secretary at that number.) The midterm, paper, and final exam each count one-third of the course grade. Improvement will be rewarded. No "extra credit" is available.

TOPICS AND READING ASSIGNMENTS: Read the items marked with an asterisk (*)

I. The Origins of Political Theory (Aug. 23-Sept. 10)

*S.S. Wolin, "Political Theory: Trends and Goals," International Encyclopedia of the Social Sciences. New York: 1968, Vol. 12, pp. 318-329 (Available in Central Reference, Main Library).

*Plato, The Republic, tr. Cornford, pp. 1-235.

*Susan Moller Okin, Women in Western Political Thought. Princeton, 1979, pp. 15-70.

Richard Rorty, Philosophy and the Mirror of Nature
Friedrich Nietzsche, The Birth of Tragedy

II. Political Action and Leadership (Sept. 13-24)

*Machiavelli, The Prince (entire)

Machiavelli, The Discourses on Livy

Jean Bethke Elshtain, Public Man, Private Woman. Princeton: 1981, Chapter 2.

Quentin Skinner, The Foundations of Political Thought, Vol. I, Chs. 4-6

III. The Social Contrast (Sept. 29-Oct. 11)

*J. Locke, "The Second Treatise of Government," in Two Treatises of Government, ed., Laslett, pp. 305-477 (omit pp. 421-453).

Locke, Letters on Toleration

Elshtain, Public Man, Private Woman, Ch. 3

J. Dunn, The Political Thought of John Locke

IV. Revolution (Oct. 13-25)

*K. Marx, Selected Writings in Sociology and Social Philosophy, pp. 51-87, 127-45, 167-202, 231-58.

William Shaw, Marx's Theory of History

John McMurtry, The Structure of Marx's World-View

G.A. Cohen, Karl Marx's Theory of History: A Defense

Ralph Miliband, Marxism and Politics

Elshtain, Public Man, Private Woman, Ch. 4

I. Meszaros, Marx's Theory of Alienation

V. The Problem of Liberty (Oct. 27 - Nov. 10)

*J. S. Mill, Selections from "On Liberty," "Considerations on Representative Government," and "The Subjection of Women," in Three Essays, pp. 5-114," 147-198, 427-460, 521-548.

*Okin, Women in Western Political Thought, Ch. 9 (pp. 197-230)

D. F. Thompson, John Stuart Mill and Representative Government

I. Berlin, Four Essays on Liberty

Alan Ryan, John Stuart Mill

VI. Modern Trends (Nov. 15 - Dec. 8)

A. Cultural Criticism

* Ortega y Gasset, The Revolt of the Masses, pp. 11-18, 38-67, 107-124, 187-190

B. Psychoanalysis

* S. Freud, Civilization and Its Discontents

C. Feminism

* Michelle Zimbalist Rosaldo, "Woman, Culture, and Society: A Theoretical Overview," in Woman, Culture, and Society. Stanford: 1974, pp. 17-42.

D. Political Criticism

* Hannah Arendt, On Violence (entire)

E. Critical Theory

* Jürgen Habermas, "Technology and Science as 'Ideology,'" in Toward a Rational Society, pp. 81-122.

BOOKS IN CENTRAL REFERENCE, MAIN LIBRARY:

H40 A2 I5 — International Encyclopedia of the Social Sciences

BOOKS IN THE RESERVE BOOK ROOM, MAIN LIBRARY

BF173 F682 1S30 — S. Freud, Civilization and Its Discontents

LB2322 H3 1970 — J. Habermas, Toward a Rational Society

HQ1206 O38 — S. Okin, Women in Western Political Thought

CB103 O72 — Ortega y Gasset, The Revolt of the Masses

HQ1206 R65 — M. Rosaldo, ed., Woman, Culture, and Society

Lawrence A. Scaff
Department of Political Science
University of Arizona

SELECTED BIBLIOGRAPHY: FEMINIST POLITICAL THEORY

Altman, Elizabeth C., "The Philosophical Bases of Feminism: The Feminist Doctrines of Saint-Simonians and Charles Fourier," Philosophical Forum, 7:3/4, 277-291

The social doctrines developed by Saint-Simon, Fourier and their followers in the 1830s and 40s were bizarre in some ways, but they did contain a radical defense of feminism, suggesting an alternative to liberal and Marxist creeds of the nineteenth century.

Annas, Julia, "Mill and the Subjection of Women," Philosophy, 52 (1977), 179-194

The author argues that Mill's essay of 1869 is quite important, but deeply confused. It is confused because it attempts to combine a reformist approach (women should have equal opportunity within the existing social system, because this will enhance individual and social utility) with a radical approach (social attitudes about relations between the sexes and about women must be changed, because this will liberate women's "nature" and lead to a just society). The first requires an argument from "utility," the second an argument from "right." The ambiquities, equivocations and superficialities in the essay can be traced to Mill's lack of clarity about the philosophical foundation of his views.

Annas, Julia, "Plato's Republic and Feminism," Philosophy, 51 (1976), 307-321

Plato's arguments in the Republic are said to be "unacceptable to a feminist" and "irrelevant to the contemporary debate" (307). The author believes that Plato, unlike Mill, is not committed to the view that subordination of women to men is in principle wrong. His arguments for abolishing the nuclear family and accepting women as guardians do not respond to the injustice of sexual inequality, facts about women's desires, anti-feminist counterarguments, or the goals of modern feminism, namely, greater individual self-realization (317-319). Plato's intention is not to liberate women, but to create a unified, harmonious state.

Bunch, Charlotte, and Nancy Myron, eds., Class and Feminism, A Collection of Essays from The Furies. Baltimore: Diana Press, 1974.

Seven essays in this short volume state the case for lesbian feminism. Interestingly, a strong undercurrent of Marxist language is used. The tone is one of unrelieved hostility toward "oppression" of all kinds.

Burns, Steven, "The Humean Female," Dialogue, 14 (1976), 415-424

The author briefly considers the three passages in Hume's writings where women are discussed. He concludes that Hume regarded women as "inferior" to men in mind and body; but this view is not thought to be central to Hume's moral philosophy.

Butler, Melissa A., "Early Liberal Roots of Feminism: John Locke and the Attack on Patriarchy," American Political Science Review, 72:1 (March 1978), 135-150

Beginning with an analysis of Filmer's Patriarcha, the author proceeds to a discussion of criticisms by Tyrrell and Locke. The author notes that much Whig theory (e.g., Tyrrell's) "substituted a community of many patriarchs for Filmer's supreme patriarch" (142). Locke is interpreted as something of an exception. In fact, Butler tends to view Locke as "progressive" for his time, and his backsliding is excused on historical grounds. His views on women are said to be more promising in the Thoughts on Education, compared to the Two Treatises, although the author admits that Locke simply avoided certain key questions: Do women participate in the founding of political society? Do women have a continuing political role as citizens? One wonders whether Butler hasn't overstated the case for these "early liberal roots of feminism."

Clarke, L.M.G., "Women and John Locke; or Who Owns the Apples in the Garden of Eden?" Canadian Journal of Philosophy, 7:4 (1977), 699-724

Locke reveals the major sexist assumptions typical of western political theory: the sexes are naturally unequal, reproduction is not central to political life, and the family is a natural (not political) institution. The author demonstrates these points through a careful textual analysis of the Second Treatise.

Dickason, Anne, "Anatomy and Destiny: The Role of Biology in Plato's Views of Women," in Gould and Wartofsky, eds., Women and Philosophy. New York: Putnam,

The author discusses the two myths of the origin of the sexes in Plato, one in the Symposium, the other in Timaeus. The harsher account in the Timaeus, a later text, helps account for Plato's sexist views in the Laws, as distinguished from his more sympathetic treatment of women in the Republic.

Eisenstein, Zillah R., The Radical Future of Liberal Feminism. New York: Longman, 1981

The author continues her effort to articulate a theory of socialist feminism. She criticizes the foundations of liberal feminism in the writings of Locke, Rousseau, Wollstonecraft, Mill, Taylor, Stanton, and Friedan. She argues that there are "radical" tendencies within liberal feminism that can be brought into a more coherent and rational form in a revolutionary feminist ideology. The problems of work, family and "reproductive rights" will make this more and more evident. We are witnessing the death of liberalism, the birth of a radical and socialist feminism out of liberalism.

Eisenstein, Zillah R., ed., Capitalist Patriarchy and the Case for Socialist Feminism. New York: Monthly Review Press, 1979.

This collection of seventeen articles, written from a neo-Marxist perspective, attempts to define the possibilities for a socialist feminism. Theoretical discussions by Eisenstein and Hartsock are especially useful. In general, the authors adopt the view that patriarchy is a necessary support for capitalism and the modern capitalist state. To combat patriarchy is at the same time assault capitalism. There can be no true feminism without a simultaneous revolutionary commitment to transforming the capitalist economic and political structure.

Elshtain, Jean Bethke, "Feminist Discourse and Its Discontents: Language, Power, and Meaning," Signs, 7:3 (Spring 1982), 603-621

This article is a revised and compressed version of the last two chapters in Elshtain's book (1981). The question for her is, "How do we set about creating a feminist discourse that rejects domination" (621)? Borrowing Habermas' terminology, she advocates a search for "emancipatory speech" and suggests that the creation of authoritarian speech (Brownmiller, Daly) and scientistic speech (Janeway) is not in the interest of emancipatory feminism. The point of view for this search is suggested by Wittgenstein's remark: "To imagine a language means to imagine a form of life" (620).

Elshtain, Jean Bethke, Public Man, Private Woman: Women in Social and Political Thought. Princeton: Princeton University Press, 1981

Professor Elshtain has written a complex and important work in political theory. She surveys the history of the subject in part I of her study, then in part II takes on the ambitious task of developing a "critical theory" of feminism. The arguments of both parts are constructed around the private/public distinction as it has operated and continues to operate on women in the West. What the author seems to aim for is something like a "repoliticization" of the "public space" with women reconceived as full and equal members, but the argument is in fact far more subtle and complex than this might suggest. Elshtain is to be commended, in any case, for giving us a provocative attempt at "theorizing" about women in American social and political life.

Gould, Carol C., "The Woman Question: Philosophy of Liberation and the Liberation of Philosophy," in Gould and Wartofsky, eds., Women and Philosophy. New York: Putnam, 1976, pp. 5-44.

Gould's article is addressed to professional philosophers. it develops a careful response to the question, "Is the woman question a philosophical question" (5)? The general reader will be inclined to say "of course" to this question and look elsewhere for more engaging issues.

Jaggar, Alison, "Political Philosophies of Women's Liberation," in Vetterling-Braggin et al., eds., Feminism and Philosophy. Totowa: Littlefield, 1977, pp. 5-21

The title of this essay is a bit misleading. The author merely sketches certain ideological tendencies in the women's movement: conservative, liberal, classical Marxist, radical feminist, lesbian separatist, socialist. She also alludes to several "theoretical" problems--the nature of the just society, freedom and equality, the function of the state, the role of technology in human liberation--but without treating them to a sustained analysis.

Kelly, Joan, "The Doubled Vision of Feminist Theory: A Postscript to the 'Women and Power' Conference," Feminist Studies, 5:1 (Spring 1979), 216-277

Feminist theory has made great strides in the last decade and is entering a new phase in which inherited oppositions between isolation and participation, sex and class, private and public, etc., will be overcome. In Kelly's view,

"feminist thought is moving beyond the split vision of social reality it inherited from the recent past" (221-2). Three important consequences are (1) an end to reductionist theories which explain sex oppression with a single variable, such as class; (2) an understanding that patriarchy can take many historical forms--e.g., feudal, capitalist, socialist; (3) an understanding of how the sexual/reproductive and economic productive/reproductive orders operate together, for men and women.

Kitchen, Brigidette, "The Family and the State," International Journal of Women's Studies, 4:2 (March/April 1981), 181-95

As a Marxist, the author argues that the modern state in industrial societies has intervened to promote a patriarchal nuclear family. But this family structure has begun to fragment, reflecting changes in the mode of production. What is to be done? "The economic dependence of women on men has to be overcome, and family solidarity has to become class solidarity" (194).

Lengerman, Patricia M., K.M. Marconi, and R.A. Wallace, "Sociological Theory in Teaching Sex Roles: Marxism, Functionalism and Phenomenology," Women's Studies International Quarterly, 1:4 (1978), 375-385.

This article sketches some positive and negative aspects of three theoretical approaches for women's studies in general and the understanding of sex roles in particular. The authors' conclusions are ambiguous, but they seem to suggest that each approach has something important to contribute. Nevertheless, caution is also urged: for instance, "Sexism is an integral part of the structural-functional perspective, which on this dimension mirrors society" (378). Parsons is singled out as the guilty party in this regard.

MacKinnon, Catherine A., "Feminism, Marxism, Method, and the State: An Agenda for Theory," Signs, 7:3 (Spring 1982), 515 544.

Beginning with the proposition, "Sexuality is to feminism what work is to marxism," the author explores important similarities and differences between feminist and marxist theory. She points out that feminist theory has not had a distincitve "method," a "central argument," or even a systematically articulated core of problems. Thus, today "The challenge is to demonstrate that feminism systematically converges upon a central explanation of sex inequality through an approach distinctive to its subject yet applicable to the whole of social life, including class" (528). MacKinnon suggests that the methodological starting point for this project is to be found in "the personal as political," which means "to know the politics of woman's situation is to know women's personal lives" (535). This is a method. Following it, we are led to see that "Feminism turns theory itself...into the pursuit of consciousness, and turns an analysis of inequality into a critical embrace of its own determinants....The pursuit of consciousness becomes a form of political practice" (543). The author gives us a major statement of the search that is currently underway in feminist political theory.

Marcil-Lacoste, Louise, "The Consistency of Hume's Position Concerning Women," Dialogue, 15 (1976), 425-440

Is Hume's "sexism" a logical consequence of his moral philosophy or is it merely accidental? The author defends the former view against Burns (1976), showing that Hume even makes a virtue of differential treatment. "In many

respects, Hume's moral system works as a philosophical justification of sexist discrimination" (440). And this occurs even in violation of his famous distinction between is and ought.

Marcuse, Herbert, "Marxism and Feminism," Women's Studies, 2 (1974), 279-288

Guru Marcuse, opportunistic as ever, stones for past sins and comes around to embracing the Women's Liberation Movement as a harbinger of "feminist socialism" (replacing the Marxist variety) and "the most important and potentially the most radical political movement that we have" (279).

Marks, Elaine, and Isabelle de Courtivron, eds., New French Feminisms, An Anthology. Amherst: Massachusetts, 1980

This important collection is a valuable source of ideas about contemporary French feminism. Articles by Cixous, Irigaray and Kristeva are especially worth reading, as are the interviews with de Beauvoir. The linguistic, psychoanalytic and political issues addressed here can be pursued further in the Autumn, 1981, issue of Signs on "French feminist theory."

Okin, Susan Moller, "Philosopher Queens and Private Wives--Plato on Women and the Family," Philosophy and Public Affairs, 6 (1977), 345-69

This article reappears in part I of Okin's book (1979).

Okin, Susan Moller, Women in Western Political Thought. Princeton: Princeton University Press, 1979

Professor Okin has written one of the major studies of the history of political theory from the point of view of feminism. Her discussions of Plato, Aristotle, Rousseau and J. S. Mill are clearly written and carefully argued. The approach is to illuminate the major features of a theorist's ideas through consideration of his treatment of women. Okin succeeds in providing a useful commentary, addressed primarily to the intelligent undergraduate. (One only wishes that she had also included writers like Augustine, Machiavelli, Locke and Marx.)

O'Brien, Mary, "Feminist Theory and Dialectical Logic," Signs, 7:1 (Autumn 1981), 144-157

A neo-Marxist approach characterizes this paper. Briefly, O'Brien argues that feminism needs to develop its own theory, its own feminist praxis, and it should do so by considering the categories of production and reproduction. Feminist theory must integrate women into the relations of production and men into the relations of reproduction. How? The possibility for doing so is being assisted by the new reproductive technologies.

Osborne, Martha Lee, "Plato's Unchanging View of Women: A Denial that Anatomy Spells Destiny," The Philosophical Forum, 6 (1975), 447-452

Replying briefly to Anne Dickason's article, the author states a qualified defense of Plato's feminism in the Republic. What is remarkable about the status of women in the Laws, she adds, is how closely it approximates Plato's

ideals, given his willingness to settle for a "second best" society in the Laws.

Pateman, Carole, "Women and Consent," Political Theory, 8:2 (May 1980), 149-168

In this paper the author develops a sharp critique of "consent theory" in liberal-democratic theory; this critique is then applied to the problem of rape. Pateman argues that the "suppressed problems" of consent can be seen most clearly when we consider the history of women. Two problems are paramount: the retreat to "hypothetical voluntarism," and the actual exclusion of certain groups (e.g., women, the propertyless). Both problems were present from the beginning in Hobbes, Locke and Rousseau. And both have encouraged the view that for women "apparent refusal of consent can never...be taken at face value" (155). This view continues to prevail, even though women have won certain legal rights, and its continues to influence legal interpretation of Filmer, there has in fact been considerable accomodation between liberalism and patriarchalism. The author concludes by appealing "not only for the democratic reconstruction of the liberal state, but for a simultaneous reconstruction of our sexual lives" (163). She hints that this will require developing a new language to constitute a form of life for "free and equal individuals."

Pateman, Carole, "'The Disorder of Women': Women, Love, and the Sense of Justice," Ethics, 91:1 (Oct. 1980), 20-34

This paper is a complex reply to three sexist statements: Rousseau's remark that "never has a people perished form an excess of wine; all perish from the disorder of women;" Freud's contention that women are "hostile to" and "in opposition to" civilization; and Hegel's view of women as "the everlasting irony in the life of the community." According to the author these views of women as unfit for political life can be traced to the conviction that women lack a "sense of justice." Rather than a sense of justice, women are said to possess a natural "love" appropriate to mothering and domestic (or private) life. Why? At least for Rousseau and Freud "anatomy is destiny" (25). In this literature, then, there is a profound tension between convention and nature, justice and love. In Pateman's view liberal thinkers (Wollstonecraft, Mill, John Rawls) fail to appreciate this tension, much less resolve it. Basically, they accept "the separation of domestic from civil life, which is also a sexual separation" (32). The author also finds various liberal and radical feminist responses inadequate. What is needed, she writes, is "an alternative to the liberal view of justice," a long-term theoretical project that is conceded to "sound daunting, even completely overwhelming" (33-34). We should keep our eyes on Pateman to see what becomes of this promising beginning.

Pierce, Christine, "Equality: Republic V," The Monist, 57 (1973), 1-11

The author comments on the central "feminist" passages from Republic V. Her main point is that htese passages can be read "as an ingenious critique of the main assumptions (woman's place and man's competence) used in arguments against the equality of women" (3). Previous scholarship has obscured this point.

Saxonhouse, Arlene W., "Men, Women, War, and Politics: Family and Polis in Aristophanes and Euripides," Political Theory, 8:1 (Feb. 1980), 65-81.

This is a short discussion of three plays: Aristophanes' Lysistrata and

Ecclesiazusae, and Euripides' Trojan Women. The author's theme is the relationship between the political-military world of male citizens and the familial world of women, as depicted in the comic and tragic modes. Unfortunately, there is little theoretical content to the paper. The main point seems to be that the male and female spheres of action must not be isolated, but it is not made clear why this is the case or how it might follow from Aristophanes' and Euripides' poetic visions.

Saxonhouse, Arlene W., "The Philosopher and the Female in the Political Thought of Plato," Political Theory, 4:2 (May 1976), 195-212

The author interprets Plato's remarks about women, especially in Book V of the Republic, as ironic commentary on the status of philosophy. Philosophy (or political philosophy) is assimilated to the feminine, politics to the masculine; thus, in the Republic "opposition between women and men becomes a model for the opposition between philosophy and politics" (196). This is a way of saying that for Plato true philosophy needs "feminine" qualities, yet in the actual Greek world neither philosophy nor women participate in politics. Both belong to the world of the "idios," the private. Yet Plato's aim is to make public, to politicize, what had been regarded as "naturally" private. And this shows the irony and absurdity of Plato's political philosophy. "That Socrates must so pervert the natural in order to create the best political system must raise doubts about its value. The appearance of women in the Republic must not be seen as an instance of...a 'real' Socrates who was close to being a feminist, but rather as a means of casting an important and philosophically significant shadow over the whole enterprise of trying to create the perfect city" (211).

Schwartz, Nancy L., "Distinction between Public and Private Life: Marx on the zoon politikon," Political Theory, 7:2 (May 1979), 245-66

Although Schwartz acknowledges that contemporary feminism has begun an inquiry into the public/private distinction, she fails to follow up on this insight and instead concentrates on Marx's discussion of the distinction, mainly in the Grundrisse. The article reads like a defense of Marx against liberal and other critics (e.g. Hannah Arendt.) The author wants to show that Marx had a coherent notion of the "political," that he distinguished it from the "social," and that he had a healthy respect for the importance of the "private" sphere in any future society. This is a revisionist view, and the evidence supporting it is not all that convincing, particularly given the author's avoidance of the issues with respect to women.

See, Katherine O'Sullivan, "Feminism and Political Philosophy," Feminist Studies, 8:1 (Spring 1982), 179-194

The important books by Okin (1979) and Eisenstein (1981) are reviewed in this thoughtful and critical article.

Shanley, Mary Lyndon, "Marital Slavery and Friendship: John Stuart Mill's The Subjection of Women," Political Theory, 9:2 (may 1981), 229-247

While recognizing the shortcomings of Mill's essay, Shanley constructs a partial defense against its feminist critics, arguing that Mill wanted to provide a rationale for "marital friendship," for "marriage as a locus of

mutual sympathy and understanding between autonomous adults" (230). This argument is said to supplement the defense of equal opportunity. From this point of view the most basic defect in Mill's ideas was not so much his acceptance of the customary gender-based division of labor within the family, but rather his blindness to "conditions (that) might hinder or promote marital friendship" (242). Such conditions might include shared parenting, delight in sexuality, maximization of public participation by both spouses. On balance, however, the author regards Mill's efforts as an enormous step forward. "No philosophy prior to Mill had developed such a sustained argument about the corrupting effects on men of their social superiority over and separation from women" (238).

Shanley, Mary Lyndon, "Marriage Contract and Social Contract in Seventeenth Century English Political Thought," Western Political Quarterly, 32:1 (March 1979), 79-91

In this article Shanley rehearses the understanding of the marriage contract from Charles I to John Locke. She considers the analogy drawn between the contract in marriage and in civil society. It is Locke who finally abandons the analogy, arguing for a distinction between parental and political authority. Locke's views are seen as laying the groundwork for subsequent discussions of the marriage contract, but the author does not press her discussion beyond Locke. The article is mainly of historical interest.

Shanley, Mary L., and Victoria Schuck, "In Search of Political Woman," Social Science Quarterly, 55:3 (Dec. 1974), 632-44

The authors review the limited effect of the women's movement on American political science since 1903. They suggest the contemporary movement poses a serious "challenge" to established assumptions about the discipline and its subject matter.

Tatlovich, Anne, "John Stuart Mill's The Subjection of Women: An Analysis," Southern Quarterly, 12:1 (Oct. 1973), 87-105

This is a disappointing article, a straightforward and uncritical rendition of Mill's main arguments with additional information about his political involvements.

Vetterling-Braggin, Mary, F. A. Elliston, and Jane English, eds., Feminism and Philosophy. Totowa: Littlefield, 1977.

Most of this volume is devoted to a discussion of philosophical problems that emerge in several policy areas that are important to American feminism: sex discrimination, equal opportunity, hiring policy, marriage, rape, abortion. Articles also discuss sex roles and sexism in ordinary language. The reader is a valuable resource for understanding certain legal and policy implications of the women's movement.

Wexler, Victor G., "Made for Man's Delight: Rousseau as Antifeminist," American Historical Review, 81 (1976), 266-291

The title is taken from Rousseau's sexist remark in Emile: "Woman is made for man's delight." Some early writers, such as Wollstonecraft and Catherine Macaulay, saw Rousseau's antifeminism and condemned it. Others, such as Mme de Steal, tended to emphasize the contrasting elements of romantic love in Rousseau.

Wexler attempts to show why Rousseau's antifeminism surfaced in Emile; he attributes it to a "fear" and idolization of women, expressed in Rousseau's literary texts and evident in his experiences with women. A psychological portrait of Rousseau reveals his antifeminism as a projection of his male passions and insecurities.

Whitbeck, Caroline, "Theories of Sex Difference," in Gould and Wartofsky, eds., Women and Philosophy. New York: Putnam, 1976, pp. 54-80

Theories of sex difference in Aristotle, Pythagoras, Jung, Freud and others are analyzed. The author's critique of Freaud is especially persuasive. Freud's speculation about women is unmasked as a projection of male fantasy.

Williford, Miriam, "Bentham on the Rights of Women," Journal of the History of Ideas, 36 (1975), 167-176

Bentham is credited with articulating a spirited liberal defense of women's legal rights a decade before Wollstonecraft. The author suggest the Bentham's views were as important as Harriet Taylor's in influencing J. S. Mill.

Dr. Philip Balch ABNORMAL PSYCHOLOGY Psych 418
Spring 1982

Texts

White, R., Watt, N. The Abnormal Personality, 5th Edition, Wiley & Sons, 1981.
Schaffer, K. Sex Role Issues in Mental Health

READINGS (on reserve in Main Library)

Barrett, Carol J. et al.: Implications of Women's Liberation and the Future of Psychotherapy. Psychotherapy: Theory, Research and Practice, 1974, 11, 1, 11-15.

Brodsky, Annette M.: The Consciousness-raising Group as a Model for Therapy with Women. Psychotherapy: Theory, Research and Practice, 1973, 10, 1, 24-29.

Broverman, Inge,, Broverman, D. M., and Clarkson, F. E. Sex-role Stereotypes and Clinical Judgments of Mental Health. Journal of Consulting and Clinical Psychology, 1970, 34, 1, 1-7.

Fodor, I. E. Sex Role Conflict and Symptom Formation in Women. Psychotherapy: Theory, Research and Practice, 1974, 11, 1, 22-29.

Gove, W. R., and Tudor, Jeanette F. Adult Sex Roles and Mental Illness. The American Journal of Sociology, 1974, 78, 1, 813-835

Glaser, Kristin. Women's Self-help Groups as an Alternative to Therapy. Psychotherapy: Theory, Research and Practice, 1976, 13, 1, 77-81.

FINAL EXAM:
Wednesday, May 12, 2-4 pm.

COURSE OBJECTIVES

This course will attempt to familiarize you with basic issues in contemporary psychopathology. The course is roughly divided into three main segments: A) History of psychopathology, models and paradigms in psychopathology, sex, class, ethnic biases in psychopathology, diagnostic and classification systems; B) Selected major psychopathologies viewed from competing paradigms; C) Treatment and preventive strategies in Psychopathology. A special emphasis of this course will be to familiarize and sensitize you to issues related to class, ethnic, and particularly sex-roles as they impact on psychopathology and the Mental Health Delivery System.

TESTS AND GRADING PROCEDURES

There will be two tests during the semester and the final exam on Wednesday, May 12, from 2-4 pm. The tests will be non-cumulative and will count equally towards your final grade. There are no make-up exams!

Exams will cover assigned readings, lectures, and movie material. A modified normal curve will be used for grade determination.

PART I: 1/14 - 2/18

History, models, ethnic, class, sex influences on psychopathology; measurement and classification systems.

READINGS

White and Watt, Chaps. 1, 2, 3, 4, 5
Schaffer, Chaps. 1, 2, 3

TEST 1: 2/18

PART II: 2/23 - 3/30.

Anxiety disorders, personality disorders, schizophrenic disorders, affective disorders, and selected psychopathologies.

White and Watt, Chaps 6, 10, 12, 14
Schaffer, Chaps 4, 5

READINGS
Broverman
Fodor

TEST 2: 3/30

PART III: 4/1 - 5/4

Treatment approaches and issues. Individual approaches, group approaches, consciousness raising, assertiveness training, community and preventive interventions.

White and Watt, Chaps 7, 8, 17
Schaffer. Chaps 6, 7

READINGS
Jarnett
Brodsky
Glaser

TEST 3: FINAL EXAM, May 12, 2-4 pm.

WOMEN'S HISTORY BIBLIOGRAPHY*

Submitted by Jack D. Marietta

August 20, 1982

Books

Banner, Lois W., Elizabeth Cady Stanton: A Radical for Woman's Rights (Boston, 1980).

This book is a well written and balanced biography which can engagingly introduce one to the political feminism in the 19th century, and especially the suffrage movement. Since Cady Stanton's life spanned the pre- and post-Civil War reform and women's movements, it is doubly valuable.

Battis, Emery, Saints and Sectaries: Anne Hutchinson and the Antinomian Controversy in Massachusetts Bay Colony (Chapel Hill, N.C., 1962).

An early attempt at "psychohistory," the author subscribes to some psychological and gynecological theories which are dated. Secondly, as part of making Hutchinson appear theological, nieve and to bolster the case for behavioral motivation, Battis presumes a theological standardization and orthodoxy in Massachusetts which did not exist at that date. Hereby Hutchinson is patronizingly taken to task for her alleged misunderstanding and confusion, and other motives attributed where intellectual ones, in her case, allegedly won't do.

Chafe, William H., Women and Equality (New York, 1977).

An excellent book which is valuable for the student of early U.S. history for its exploration of the relationship between the status of women in America and that of blacks and slaves and other minorities. It is especially useful for pointing out that women's subordinate status to men does not appear in the ghettoized economic and physical ways that blacks does. Contrariwise, in many ways respecting the law, their status is similar.

Douglas, Ann, The Feminization of American Culture (New York, 1977).

The author's fascinating interpretation of 19th-century culture and literature was very useful in putting 17th- and 18th-century American religion into a comparative

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* Works which were read or examined and found neither helpful for course lectures or research are not included here..

prespective--i.e. the replacement of early rigor by the sentimentality and narcissism of Victorian culture, together with the hypocrisy of "feminized" ideals and male-dominated economic activity.

Hersh, Blanche, The Slavery of Sex: Feminist-Abolitionists in America (Urbana, Ill., 1978).
A study of 51 women who fit the author's feminist-abolitionist classification. The author generalizes about the influences of parents, spouses, religion, political ideology, 19th-century reform interests, and political ideology (among other things) upon these women's careers. The most interesting information in the work is the analysis of the degree and ways in which these radicals broke with or still subscribed to the conventions and role stereotypes of their times.

Kerber, Linda K., Women of the Republic: Intellect & Ideology in Revolutionary America (Chapel Hill, N.C., 1980).
An important book, its greatest features are two or three chapters on women's legal status and experience--probably the best discussion of it in print; and secondly, its revelations about Republican motherhood, education, and the status of women. The discussion of women's experiences and suffering in the War are discursive as is the discussion of women's reading. Kerber's conclusion seems sound: that the new conception of women "legitimized a minimum of political sophistocation and interest, and only of a most generalized sort." Kerber should be read in conjunction with Norton and compared; for Kerber's limited praise for the changes in women's status is more reasonable than Norton's more enthusiastic judgment on the same changes.

Koehler, Lyle, A Search for Power: The "Weaker Sex" in Seventeenth-Century New England (Urbana, Ill., 1980).
A long work which attempts to revise several interpretations of family, sex, and women in New England Puritanism. It is best on the subjects of avowed women's protests (like Anne Hutchison and the Antinomians'), attitudes toward sex, legal subordination of women, trends in women's status over a century, and the significance of political boundaries for the treatment of women. It is less trustworthy on the interpretation of some quantative data (e.g. suicides, spouse abuse, divorces), covert protests by women, and Quakerism.

Norton, Mary Beth, Liberty's Daughters: The Revolutionary Experience of American Women, 1750-1800 (Boston, 1980).
Norton treats the same period and much the same topics as Kerber. Her judgment

on the changes of the era is that women's status improved in some respects; she is clearly more positive than Kerber. For example, women's educational opportunities improved and Republicanism helped in this respect, as in some others. Also, the War helped to break down gender roles and teach women self-reliance. The Revolution heightened women's self-esteem and opened their interest in politics. The conclusion of the book, as well as a few earlier comments, depreciate women's gains, however, leading the author to appear inconsistent and unsure about her subject.

Thompson, Roger, Women in Stuart England and America (London, 1974).

The author's thesis is that women's status in New England was superior to that in England. Much of the book is rambling and digressive. The condition of women is inferred far too often from evidence that does not speak directly to the question. Not a convincing work, especially when compared with the very different conclusions reached by Koehler from his extensive research in appropriate materials.

Articles

Cowing, Cedric B., "Sex and Preaching in the Great Awakening," American Quarterly, 20 (1968), 628f.

A disappointing article which is mainly descriptive and makes no very profound or general point about women in the Great Awakening.

Dunn, Mary Maples, "Saints and Sisters: Congregational and Quaker Women in the Early Colonial Period," American Quarterly, XXX (1978), 582-601.

_____, "Women of Light," in Carol R. Berkin and Mary Beth Norton, eds., Women of America: A History (Boston, 1979), 114-136.

These two articles, which party duplicate each other, are extremely interesting and suggestive, partly because this reader has a special interest in Quakerism. The articles are useful in supplying comparisons between Quaker and other women in the 17th and 18th centuries, so that one can appreciate the comparatively better status enjoyed by women in the Society of Friends and the historical reasons for it. Also, in her analysis of the changes in Congregationalism, Dunn complements the conclusions of Welter and Douglas on the "feminization" of Protrestantism; but Dunn is clearer and more explicit then these two.

Mack, Phyllis, "Women as Prophets During the English Civil War," Feminist Studies 8 (1982), 19-45.

The author posits that women suffered a relative decline in status and respect from an apex in the Civil War to 1700. They were respected a prophets at the outset and later, being mostly Quakers in affiliation, were repressed in their spontaneity. The problem with the interpretation is that all Quakerism became "domesticated" and conventional by 1700, making the women no special case, but similar to the experience of all their brethren.

Salmon, Marylynn, "Equality or Submersion?: Feme Covert Status in Early Pennsylvania," in Carol R. Berkin and Mary Beth Norton, eds., Women of America: A History (Boston, 1979), 93-111.

By looking at case law as well as law codes and eminent jurists' tracts, Salmon attempts to get closer to the truth of women's legal status in early Pennsylvania. She finds women's rights belittled in the ares of land conveyence, separate examination for consent, dower rights and protection from creditors, and feme sole status.

Thomas, Keith, "Women and the Civil War Sects" in Trevor Aston, ed., Crisis in Europe, 1560-1660 (London, 1965).

Thomas treats the upsurge in women's public activity in England, 1640-1660, through their role as prophetesses in the proliferating religious sects of the era.

Welter, Barbara, "The Feminization of American Religion: 1800-1860," in Mary S. Hartman and Lois Banner, Clio's Consciousness Raised (New York, 1976).

A very useful and illuminating essay on the division of 19th-century life and labor into women's and men's spheres, with religion becoming "female" in definition and values, while commercial and industrialized America became male-dominated. The curious interplay between the two worlds is explored.

Wilson, Joan Hoff, "The Illusion of Change: Women and the American Revolution," in Alfred F. Young, The American Revolution (DeKalb, Ill., 1976).

Wilson finds no improvement for women as a result of the Revolution and instead, "subtle educational and economic exploitation." Wilson's work is dated, because of Kerber and Norton's more recent and extensive research.

Appendix to Syllabus

U.S. HISTORY, 1607-1877

Because the syllabus for History 130a does not disclose the subjects of the lectures, I append this description of where the history of women will appear in the course.

1. Anne Hutchinson, Antinomianism, and Quakerism in New England: The attitudes regarding women revealed in these clashes between Puritans and others will be treated and the interest in improved women's status shown by the women who joined the Antinomians and Quakers.
2. The benefits or lack of benefits for women as a result of the American Revolution: In the context of economic and social changes brought about by the Revolution for whites, blacks and slaves, Native Americans, I will discuss women's status and expectations; especially the benefits and faults of their new role in Republican ideology as mothers and educators. Also, the few political and legal benefits for women from the Revolution.
3. Jacksonian Era: Women's participation in the reform movements of the era, especially abolition, and its function of heightening women's self-awareness and desire for political and legal benefits. Also, the stereotyping of women and their role in ante-bellum America.
4. Civil War and Reconstruction: The strains between the feminist movement and the political reformers of the era; the postponement and failure of the suffrage movement.

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DEPARTMENT OF HISTORY
SOCIAL SCIENCES BUILDING
ROOM 215

August 17, 1982

Ms. Judy Lensink, Assistant Director
Women's Studies Committee
Modern Languages 269

Dear Ms. Lensink:

Following is the bibliography I have utilized in revising history 117A-B, the targeted courses for introduction of women's history scholarship.

I Bibliographical materials

Ballou, Patricia K. "Bibliographies for Research on Women." Signs 3 (Winter 1977): 436-50.

Evans, Richard J. "The History of European Women: A Critical Survey of Recent Research." Journal of Modern History 52 (December 1980): 656-75.

Roe, Jill. "Modernisation and Sexism: Recent Writings on Victorian Women." Victorian Studies 20 (Winter 1977): 179-92.

Vicinus, Martha. "Sexuality and Power: A Review of Current Work in the History of Sexuality." Feminist Studies 8 (Spring 1982): 133-56.

II Collected essays

Carroll, Berenice A., ed. Liberating Women's History: Theoretical and Critical Essays. Urbana: Illinois University Press, 1976.

Delamont, Sara, and Duffin, Lorna, eds. The Nineteenth Century Woman: Her Cultural and Physical World. New York: Barnes & Noble, 1978.

Hartman, Mary S., and Banner, Lois, eds. Clio's Consciousness Raised. New York: Harper & Row, 1974.

Kanner, Barbara, ed. The Women of England from Anglo-Saxon Times to the Present: Interpretative Bibliographical Essays. London: Mansell, 1980.

Vicinus, Martha, ed. Suffer and Be Still: Women in the Victorian Age. Bloomington: Indiana University Press, 1972.

Vicinus, Martha, ed. A Widening Sphere: Changing Roles in Victorian Women. Bloomington: Indiana University Press, 1977.

Wohl, Anthony S., ed. The Victorian Family. London: Croom Helm, 1977.

III Books

Banks, Joseph A. Prosperity and Parenthood: A Study of Family Planning Among the Victorian Middle Classes. London: Harper, 1954.
A pioneering study, but now somewhat outdated because it ascribed to economic causes what historians now see as part of a wider attempt by women to control the birth rate.

Banks, Joseph, and Banks, Olive. Feminism and Family Planning in Victorian England. Liverpool: Liverpool University Press, 1964.
This modified the earlier work to consider the role of women in family planning decisions.

Bauer, Carol, and Ritt, Lawrence, eds. Free and Ennobled: Source Readings in the Development of Victorian Feminism. Oxford: Pergamon, 1979.
An excellent collection of widely diversified materials, both pro and con, in the movement for women's rights.

Bullough, Bonnie, and Bullough, Vern. The Subordinate Sex: A History of Attitudes Toward Women. Urbana: Illinois University Press, 1973.
A general survey, with all the virtues and vices of that type of work, yet excellent in some sections.

Burstyn, Joan N. Victorian Education and the Ideal of Womanhood. London: Croom Helm, 1980.
A study of the way in which the educational system served to reinforce dominant social attitudes toward women.

Branca, Patricia. Silent Sisterhood: Middle Class Women in the Victorian Home. Pittsburgh: Carnegie-Mellon University Press, 1975.
This book pioneered the attack on the stereotype that Victorian middle class wives were simply adornments without function in the Victorian home.

Davidoff, Leonore. The Best Circles: Women and Society in Victorian England. London: Croom Helm, 1973.
This book traces the private power that aristocratic women exercised in Victorian society.

Donnison, Jean. Midwives and Medical Men: A History of Inter-Professional Rivalries and Women's Rights. London: Routledge & Kegan Paul, 1977.
A study of the professionalization of medicine and the campaign against midwives in obstetrics.

Finnegan, Frances. Poverty and Prostitution: A Study of Victorian Prostitutes in York. New York: Cambridge University Press, 1979.
An excellent work that stresses the degradation of prostitutes.

Fulford, Roger. Votes For Women. London: Faber & Faber, 1958.
A political narrative, now much out of date because of its narrow focus.

Harrison, Brian. Separate Spheres: The Opposition to Women's Suffrage in Britain. New York: Holmes & Meier, 1978.
An excellent study of the anti-feminist ideology, subscribed to by both males and females, and its political results.

Hammerton, A. James. Emigrant Gentlewomen: Genteel Poverty and Female Emigration, 1830-1914. London: Croom Helm, 1978.
A study of one solution to the Victorian problem of the redundant female.

Hogrefe, Pearl. Tudor Women: Commoners and Queens. Ames: Iowa State University Press, 1975.
The best available work on its subject.

Holcombe, Lee. Victorian Ladies at Work: Middle Class Working Women in England and Wales, 1850-1914. Newton Abbot: David & Charles, 1973.
A study of the restricted forms of work available to middle class women.

Lees, Lynn Hollen. Exiles of Erin: Irish Migrants in Victorian London. Ithaca: Cornell University Press, 1979.
A study of the crucial role played by Irish women in the formation of Irish sub-communities in England.

McHugh, Paul. Prostitution and Victorian Social Reform. New York: St. Martin's Press, 1980.
This book studies prostitution from the perspective of the political movements its reform spawned.

McLaren, Angus. Birth Control in Nineteenth-Century England. New York: Holmes & Meier, 1978.
The best book on this topic, and contains much information on abortion and infanticide.

McWilliams-Tullberg, Rita. Women at Cambridge. London: Gollancz, 1975.
The best survey of women and higher education in modern England.

Marcus, Steven. The Other Victorians: A Study of Sexuality and Pornography in Mid-Nineteenth Century England. New York: Dell, 1966.
A famous study, but one whose conclusions have come increasingly under attack.

Moore, Katherine. Victorian Wives. New York: St. Martin's Press, 1974.
A study of the very complex situations that formed the status of Victorian wives.

Morgan, David. Suffragists and Liberals: The Politics of Woman Suffrage in England. Totawa: Rowman & Littlefield, 1975.
A narrow political study, focusing on the ambivalent attitudes toward women held by Victorian liberals.

Pinchbeck, Ivy. Women Workers and the Industrial Revolution, 1750-1850. New York: A. M. Kelley, 1969 (1930).
The classic study of its topic.

Prochaska, F. K. Women and Philanthropy in Nineteenth-Century England. Oxford: Clarendon, 1980.
This book emphasizes charity work as important in itself, and also as a formative ground for greater female public participation.

Quaife, G. R. Wanton Wenches and Wayward Wives: Peasants and Illicit Sex in Early Seventeenth Century England. New Brunswick: Rutgers University Press, 1979.
An interesting study of Somerset and attitudes toward women and sex in the era of growing Puritanism.

Rosen, Andrew. Rise Up, Women!: The Militant Campaign of the Women's Social and Political Union, 1903-1914. London: Routledge & Kegan Paul, 1974.
A study, vastly overrated in my estimation, of the struggle for the vote.

Rover, Constance. Love, Morals and the Feminists. London: Routledge & Kegan Paul, 1970.
This emphasizes the double legacy of unconventional feminists whose work resulted in greater feminist consciousness but also greater opposition.

Rowbotham, Sheila. Hidden From History: Rediscovering Women in History from the Seventeenth Century to the Present. New York: Random House, 1974.
A general survey in which passion is the strongest virtue.

Stenton, Doris. The English Woman in History. London: George Allen & Unwin, 1957.
The best single survey of this topic.

Thompson, Roger. Women in Stuart England and America. London: Routledge & Kegan Paul, 1974.
Good for women in England in the seventeenth century.

Trudgill, Eric. Madonnas and Magdalens: The Origins and Development of Victorian Sexual Attitudes. London: Heinemann, 1976.
A derivative study whose importance lies in pinning down the pre-Victorian genesis of supposedly Victorian attitudes.

Walkowitz, Judith R. Prostitution and Victorian Society: Women, Class and the State. Cambridge: Cambridge University Press, 1980.
A good study but inferior to Finnegan.

Weeks, Jeffrey. Sex, Politics and Society: The Regulation of Sexuality Since 1800. London: Longman, 1981.
A study of the ways in which sexual mores have served to reinforce female subordination.

IV Articles

Cominos, Peter T. "Late-Victorian Sexual Respectability and the Social System." International Review of Social History 8 (1963): 18-48, 216-50.
The most influential article on the subject; it has become the starting point for all subsequent research.

Harrison, Brian. "Women's Health and the Women's Movement in Britain: 1840-1940." In Biology, Medicine and Society 1840-1940, edited by H. Webster, pp. 15-71. Cambridge: Cambridge University Press, 1981.
An excellent survey of feminist issues and the attitudes of the medical profession.

Hanawalt, Barbara. "Childrearing Among the Lower Classes of Late Medieval England." Journal of Interdisciplinary History 8 (Summer 1977): 1-22.

Roebuck, Janet, and Slaughter, J. "Ladies and Pensioners: Stereotypes and Public Policy Affecting Old Women in England, 1880-1940." Journal of Social History 13 (1979): 105-14.
A brief survey of how stereotypes adversely affected the public appraisal of women's needs.

Showalter, Elaine. "Victorian Women and Insanity." Victorian Studies 23 (Winter 1980): 157-81.
This empasizes how female diseases and hysteria contributed to female subordination.

Stenton, F. M. "The Place of Women in Anglo-Saxon Society." Transactions of the Royal Historical Society, 4th series, 25 (1943): 1-13.
This article first postulated the relatively better position of women in A/S society than later feudal society.

Thomas, Keith. "Women and the Civil War Sects." In Crisis in Europe, 1560-1660, edited by Trevor Aston, pp. 317-40. New York: Doubleday, 1963.
This emphasized the Puritan distrust of sects that allowed a greater female participation in religious activities.

Walker, Sue Sheridan. "Widow and Ward: The Feudal Law of Child Custody in Medieval England." Feminist Studies 3 (Spring-Summer 1976): 104-16.
The author emphasized how wardship and feudal law made the position of women permanently inferior to that of husbands.

Weinstein, Minna F. "Reconstructing Our Past: Reflections on Tudor Women." International Journal of Women's Studies 1 (March/April 1978): 133-40.
This emphasizes the problems of a century when women had little opportunity to play any public role.

Yours sincerely,

Richard A. Cosgrove

THE UNIVERSITY OF ARIZONA
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DEPARTMENT OF HISTORY
SOCIAL SCIENCES BUILDING
ROOM 215

August 16, 1982

Ms. Judy Lensink, Assistant Director
Women's Studies Committee
Modern Languages 269

Dear Ms. Lensink: **HISTORY OF ENGLAND TO 1603**

I append this letter to the syllabus for History 117-A, one of the targeted courses for the NEH project, as an explanation of the changes I have made to mainstream women's history scholarship into the course. A simple comparison of syllabi would not, I believe, reflect the extent of incorporation of new materials into the course.

LECTURE	CHANGE
Establishment of Christianity	role of religion in creating and legitimizing subordination of women
Anglo-Saxon Institutions	Participation of women in A-S political life; consideration of the origins of the public/private dichotomy in English history
Anglo-Saxon Culture	Gradual erosion of the prior participation of A-S women in in all spheres
Pre-Conquest England	Evolving legal and social subordination of women on the eve of 1066
Impact of Norman Conquest	Long-term results of 1066 in fixing legal and political subordination in English life
Feudalism	Feudal law and legal status of women; wardship as example of female subjugation
Manorialism	Economic role of women in the work force

LECTURE	CHANGE
Origins of common law	Property rights of women in the formative era of common law
The Medieval church	The canon law of marriage and its influence on the social role women
13th century centralization	Legal status of women, c. 1272
Cuxham	Sexuality and fertility in medieval women
Agincourt	Role of women in support of military campaigns
Elizabeth I	Ideals of Tudor womenhood; the atypical political success of Elizabeth

Yours sincerely,

Richard A. Cosgrove

William Slater
Radio / TV
Fall 1981

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Women Studies 200:
Women in Western Culture
Spring 1982

Syllabus

Jan. 15 Introduction to the course

Jan. 18 Friedrich Engels, from The Origin of the Family, Private Property, and the State, in Women in Western Thought, ed. Martha Lee Osborne (New York: Random House, 1979), henceforth referred to as WWTh, pp. 287-94.
Slides depicting Paleolithic (20,000B.C.) Egyptian (2600-1200 B.C), Aegean, or Cretan (1600-1400 BC), and Amazon women

Classical Period--Greek (7th Century to 1st Century B.C), Etruscan (7th Century to 5th Century B.C.), and Roman (1st Century B.C. to 4th Century A.D.)

Jan. 20 All of Sappho's poems and fragments in Sappho: A New Translation, trans. Mary Barnard (Berkeley and London: Univ. of California Press, 1958).

Jan. 22 Plato and Aristotle on women, WWTh, pp. 15-23, 34-44.

Jan. 25 Slides on women in Greek, Etruscan and Roman sculpture and painting
Unless you have studied Classical art before, to prepare yourself to get the most benefit from the slides, go to the Reserve Room of the Main Library and ask for one of the three editions of Helen Gardner's Art Through the Ages (see Reserve List for call numbers). Turn through the sections on Greek, Etruscan, and Roman art, looking at the pictures and diagrams (pages differ in the three editions). On the map of the Grecian and Aegean world, find Cythera, Sparta, Athens, Corinth, Mycenae, Tanagra, Delphi, Mt. Parnassus, Samothrace, Troy, Lesbos, Samos, Ephesus, Cnidos, Byzantium--just look at them. On the diagram of the columns and the superstructure of temples, find the pediment (where high relief sculpture was placed) and the metope (Doric column) and frieze (Ionic column) (where tablets of low-relief sculpture were placed.) Notice the forms of pottery vessels and realize that each form has a name. Read enough about Greek painting to know what "black-figure" style and "red-figure" style mean. On the map of Italy, notice where Cerveteri, Rome, Herculaneum, Pompeii, and Sicily are. Read the brief section on Roman painting.

Jan. 27 Euripides, Medea, trans. Gilbert Murray (London: George Allen, 1910; rpt. 1969), pp. 3-49. Read Murray's notes at the back if you need to, but do not think that you must accept his interpretation.

Jan. 29 Medea, pp. 50 (enter Jason) to 80.
OBJECTIVE QUIZ on Jan. 18-29--with questions on the texts of the readings and the types of women depicted in the slides. Names that it is necessary to know from the slides are typed All Caps on the slide list.

Middle Ages (5th Century to 15th Century A. D.)

Feb. 1 Readings from the Bible that pertain to readings in Medieval philosophy and to the art that will be presented during the course. A copy of the Bible is on reserve (see the list for number), but try to find one to bring to class.
Genesis: chs. 1 and 2 (accounts of creation), 16 (Sarai and Hagar), and 39 (Joseph and Potiphar's wife); Deuteronomy 24:1-5 (divorce and marriage); Judges, chs. 4 and 5 (Deborah); the Book of Ruth (optional); I Kings 10:1-10 (the Queen of Sheba); the Book of Esther (optional); Proverbs 31:10-31 (the virtuous woman); Matthew 5: 30-32 and Mark 10:4-9 (divorce); Luke 1:5-2:24 (the Annunciation, the birth of John the Baptist from Elizabeth; the Nativity); John 4:5-30 (Jesus and the woman of Samaria at the well); John 8:1-11(the woman taken in adultery, related by tradition to Mary Magdalene); John 12:1-9 (Mary and Martha) and 20: 11-18 ("Touch me not"); Luke 23:55-24:12 (the women at the tomb of Christ); 1st Letter of Paul to the Corinthians 11: 1-15; Paul's letter to the Galatians 3:26-29; Paul's letter to the Ephesians 4:1-7; Paul's letter to the Colossians 3:17-25; 1st Letter of Paul to Timothy 2:8-15, and 5:1-14; the Revelation of St. John the Divine, ch. 17 and 18: 1-10 (the whore of Babylon).

Feb. 3 St. Augustine and St. Thomas Aquinas on women, WWTh, pp. 51-61, 66-76.

Feb. 5 In class, the reading and discussion of selections from Dante's Vita Nuova (The New Life) and Paradisio, from the Commedia (The Divine Comedy.
Before class, read the dittoed selections of poems by Medieval women--Liádan and anonymous (Irish), an Anglo-Saxon woman, a Provençal troubadour, Marie de France, and Hadewijch (Dutch).

Feb. 8 The frame story of the Arabian Nights, or The Thousand Nights and One Night (see Burton and Burton photocopy on the Reserve List), Vol. I-II, pp. 1-24, and Vol. V-VI, pp. 3634-3642.

Feb 10 Slides on women in early Christian, Byzantine, Romanesque, and Gothic art
For best effect, if you are not familiar with Medieval European Art, turn through Gardner's chapters on Early Christian and Byzantine art and Medieval, including Romanesque and Gothic, noting the types of work done. Read the section entitled "Refined Gothic Painting," noting the names Cimabue, Duccio, and Giotto.
Scan Germaine Greer's "The Cloister," in The Obstacle Race: the Fortunes of Women Painters and Their Work (see Greer and Greer photocopy on the Reserve List), pp. 151-68.

Feb. 12 Edmund Spenser, selections on Britomart from Book III of The Fairie Queene, in The Complete Poetical Works of Spenser, Cambridge Edition (Boston: Houghton-Mifflin, 1936)--photocopy given to you, as well as a dittoed summary of the story of Britomart.

Feb. 15 Slides on women in Renaissance painting and sculpture
For best effect, turn through Gardner's divisions on the Renaissance (15th and 16th Centuries). On the map of Medieval and Renaissance Italy, notice the locations of the cities named. Notice the types of art works done. Read the section on Leonardo da Vinci; scan the section entitled "The High Renaissance"; and read the brief description of Durer's Melancholia I.
Turn through Greer's chapters IX, X, XI--"The Renaissance," "The Magnificent Exception," and "The Bolognese Phenomenon."

Feb. 18 Read poems on ditto from selected women poets of the Renaissance --Christine de Pisan, Vittoria da Colonna, Gaspara Stampa, Louise Labé, St. Theresa of Avila, Queen Elizabeth of England, and Mary Sidney Herbert, Countess of Pembroke.

Feb. 19 Mid-term essay EXAM on lessons from January 28 through February 17

17th and 18th Centuries

Feb. 22 Anne Bradstreet, selected poems, on ditto from The Works of Anne Bradstreet, ed. Jeannine Hensley (Cambridge, M.A.: Harvard Univ. Press, 1967)--"In Honour of that High and Mighty Princess Queen Elizabeth of Happy Memory"; "Contemplations"; "Another" (a poem to her husband who was away on affairs of state; "To Her Father with Some Verses"; two poems in memory of grandchildren; and "Upon the Burning of Our House."

Feb. 24 Sor Juana Inés de la Cruz, six poems, on ditto. If you know of other poems by Sor Juana Ines, please bring them to class.

Feb. 26 Aphra Behn, The Rover, ed Frederick M. Link, Regents Restoration Drama Series (Lincoln: Univ. of Nebraska Press, 1967), Acts I and II.

Mar. 1 The Rover, Acts III, IV, and V.

Mar. 3 Slides on women in 17th and 18th Century art
For best effect, turn through Gardner's chapter entitled "Baroque and Rococo," looking at pictures and trying to define Baroque. Notice new types of painting--the landscape, still life, and social satire (Hogarth).
Turn through Greer's chapters XII and XIII--"Still Life and Flower Painting" and "The Portraitists," learning the names of some of the portrait painters.

Mar. 5 Spinoza, Locke, and Rousseau on women, WWTh, pp. 89-90, 92-97, 105-121.

Mar. 8 Mary Wollstonecraft, selection from A Vindication of the Rights of Woman, WWTh, pp. 129-38.
OBJECTIVE QUIZ on Feb. 22-Mar. 5.

Mar. 10 Goethe, Iphigenia in Tauris, trans. Charles E. Passage (New York: Frederick Ungar, 1966), Acts I, II, and III.
Introduction to Wuthering Heights.

Mar. 12 Iphigenia, Acts IV and V; Margaret Fuller, selection from Woman in the Nineteenth Century, WWTh, pp. 180-86.

Spring Recess

The 19th Century (including Fuller, above)

Mar. 22 Emily Bronte, Wuthering Heights, ed. David Daiches (New York: Penguin, 1965), pp. 45-129 (chs. 1-9).
Mar. 24 Brontë, pp. 130-205 (chs. 10-16).
Mar. 26 " pp. 296-287 (chs. 17-24).
Mar. 29 " pp. 288-367 (chs. 25-34). OBJECTIVE QUIZ on Wuthering Heights.

Mar. 31 Emily Dickinson, selected poems from Emily Dickinson, ed. John Malcolm Brinnin, the Laurel Poetry Series (New York: Dell, 1960): Nos. 6 ("These are the days when birds come back"), 9 ("I taste a liquor never brewed"), 19 ("There came a day at summer's full"), 27 ("What soft, cherubic creatures"), 30 (" Much madness is divinest sense"), 40 ("It was not death, for I stood up"), 49 ("We learned the whole of love"), 57 ("Of all the souls that stand create"), 81 ("A love of something ever felt I"), 86 ("Crumbling is not an instant's act"), 99 ("The last night that she lived"), 126("Until the desert knows"), 157 ("As imperceptibly as grief"), and 164 ("Apparently with no surprise").

Apr. 2 John Stuart Mill, chapter IV from The Subjection of Women, WWTh, pp. 264-82.

Apr. 5 Slides on women in 19th Century art
Look at some Impressionistic paintings in Keller's Art of the Impressionists and Leymarie's Impressionism after 1873 (call numbers on the Reserve List), and find or form a definition of impressionism. Look at some Victorian genre paintings (also called narrative paintings) in Lister, Maas, Fiper, and/or Reynolds (call numbers in the Reserve List), noting the subjects treated. Look at Ironside, Nicoll, and/or Rose, and try to decide how the Pre-Raphaelites differ from other Victorian English painters. Go to the Media Center in the Main Library, first floor, and show yourself the slides in the 19th Century American Women's carousel. Scan the accompanying notes, reading those that look interesting.

Apr. 7 The PERSONAL ESSAY is due. Write an essay of 3 to 5 typewritten pages on one pertinent idea that you have formed since this course began. Perhaps you have objected to something that you have read, heard, or seen and can formulate your objection. (If you do, be sure to explain the objectionable idea or practice, as well as your idea.) Perhaps you thought an important idea was neglected as we went along and you can explain the idea and why you think it is important. Perhaps various things that you have read or seen have led you to form a conclusion about women that you can state and elucidate in an essay. The subject may be anything pertinent to the course. The important thing is to write a unified essay that expresses your judgment or reflects your interests.

The essay will be graded on (1) clarity in the expression of the thesis (central idea), (2) unity and fullness in the development of the thesis, and (3) style. A bad style (lack of correctness in grammar, choice of words, sentence structure, and mechanics of writing) will lower the grade a letter. An especially clear and felicitous writing style will raise the grade.

If you cite a philosopher read in the course, give the original source of the idea--"Politica, Book I. as quoted in Women in Western Thought, p. 39," not "WWTh, p. 39." The first time that you refer to WWTh or any other book, give the full bibliographical information on it, in a footnote. In subsequent references to the same book, use the author's or editor's last name and the page number of the reference, or, if there is no question about which book you are referring to, just give the page reference in parentheses, in the text. Always give the page number of a quotation or an idea taken from a source.

It is not necessary to use sources not read in the course when writing the paper; however, if you do use such sources, document any quoted phrase or passage, any statistic, or any paraphrased passage from a source. In documenting follow the rules in the MLA Handbook for Writers of Research Papers, Theses, and Dissertations, on reserve (see Gibaldi for call no.).

In class, all of you who wish to will talk about ideas in your papers.

Apr. 9 Colette, stories from The Other Woman: A Short Novel and Stories, trans. Margaret Crosland, with a Foreword by Erica Jong (New York: New American Library, 1972)--"The Secret Woman," p. 1; "The Dead End," p. 23; "Secrets," p. 69; and "My Friend Valentine," p. 103.

Apr. 12 Katherine Anne Porter, stories from The Old Order, a Harvest Book (New York: Harcourt, Brace and Jovanovich, 1960)--"The Old Order," p. 11; "The Circus," p. 39; and "The Last Leaf," p. 47.

Apr. 14 Porter, "Old Mortality," p. 105.

Apr. 16 Sigmund Freud, "The Psychology of Women" (see Freud and Freud photocopy on the Reserve List); Jean-Paul Sartre and Simone de Beauvoir, WWTh, pp. 315-18, 323-32.

Apr. 19 Slides on women in 20th Century art

Look at all of the plates in Pablo Picasso (see Porzio in the Reserve List), noting the changes in Picasso's style over his career. Scan the interview with Barbara Hapworth in Art Talk (see Nemser in the Reserve List) and "Sculpture's Queen Bee" (see Reserve List for call no.). Turn through Judy Chicago's The Dinner Party (see Chicago in the Reserve List).

Apr. 21 Maya Angelou, I Know Why the Caged Bird Sings (New York: Bantam Books, 1971), 11. 1-77.
Apr. 23 Angelou, pp. 77-156.
Apr. 26 " pp. 156-246.

Apr. 28 Sylvia Plath, The Bell Jar (New York: Bantam Books, 1972), pp. 1-70.
Apr. 30 Plath, pp. 71-138.
May 3 " pp. 139-200.
May 5 Review and evaluation.

May Final Examination, in the class room,
The exam will concentrate upon works read or seen since the Mid-term Exam, although you may want to refer to earlier works in developing essay answers.

Grading

The Course Grade	Relation of Points to Letter Grades
Average of the three quizzes: 20%	A: 100-90
The mid-term exam: 25%	B: 89-80
The essay: 25%	C: 79-70
The final exam: 30%	

Policies

On absences: If you are absent more than three times, I will ask you to come in and talk with me about attendance, at which time we will decide whether you should remain in the class.

On make-ups: If you unavoidably miss a quiz or exam, contact me as soon as possible to arrange make-up work.

On a late paper: Please turn the essay in on time. I will lower the grade for lateness unless a good reason is given.

University policy on dropping a course or withdrawing from the university: If you stop attending the class, you must officially drop the course or withdraw; otherwise your grade in the course will be E.

Books on 2-Hour Reserve or in Central Reference

General

NK/4605 C45 — Chicago, Judy. The Dinner Party: A Symbol of Our Heritage. Garden City, N. Y.: Anchor Press/Doubleday, 1979. This book, which describes the creation of one of the most interesting 20th Century works of art, includes biographical sketches of 999 women who made significant contributions to Western culture, many of whom are mentioned in this course.

N/7630 C5 — Clark, Kenneth. Feminine Beauty. New York: Rizzoli, 1980. This book contains reproductions of paintings, sculptures, and photographs depicting women from the ancient Egyptian age until the present. It is the source of a few of the slides shown in this course.

N/5300 G25/1970 2 copies — Gardner, Helen. Art Through the Ages. 5th Ed. Revised by Horst de la Croix and Richard G. Tansey. New York: Harcourt, Brace & World, 1970.

N/5300 G25/1959 2 copies — Gardner, Helen. Art Through the Ages. 4th Ed. Revised under the editorship of Sumner McK. Crosby by the Department of the History of Art, Yale University, New York: Harcourt, Brace, 1959.

N/5300 G25/1948 — Gardner, Helen. Art Through the Ages. 3rd Ed. New York: Harcourt, Brace, 1948.

ND/38 G73/1979 — Greer, Germaine. The Obstacle Race: The Fortunes of Women Painters and Their Work. London: Secker and Warburg, 1979.

N/6350 H35/1976 Cent. Ref. — Harris, Ann Sutherland, and Linda Nochlin. Women Artists: 1550-1950. Los Angeles: County Museum of Art, 1976. This is the catalog to an exhibition of paintings by women artists held at the Los Angeles County Museum of Art in 1976. It contains 32 color-plates, biographical sketches of most of the women artists presented in this course and even descriptions of some of the works shown on slides.

N/5300 1977b Cent. Ref. — Janson, Horst Woldemar. History of Art. Englewood Cliffs, N.J.: Prentice-Hall, and New York: Harry N. Abrams, 1977.

Classical period

HQ/1134 Z5513 — Zinserling, Verena. Women in Greece and Rome. Trans. L. A. Jones. New York: Abner Schram, 1972. This book discusses, concisely, all types of women and the various aspects of their lives; it contains 112 plates, some of which have been included as slides in the lecture on Classical art in this class.

Medieval period

HQ/1148 H3713 1975 — Harksen. Sibylle. Women in the Middle Ages. Trans. Marianne Herzfeld. New York: Abner Schram, 1975. This book treats women in the Middle Ages as comprehensively as Zinserling's treats women in Greece and Rome. It also contains many plates, some of which are shown in slides during the slide lecture on Medieval art.

PJ/7715 B8/1934b 6099 — Burton, Richard F, trans. and ed. The Book of the Thousand Nights and a Night. 6 vols. in 3. New York: Heritage Press, 1962. photocopy of the frame story of the Arabian Nights, reproduced from Burton, above.

Medieval period, cont.

BS/185 1964/C5 — The Holy Bible. King James Version. Cleveland: World Publishing Co., n.d.

Renaissance

HQ/1148 S213 — Sachs, Hannelore. The Renaissance Woman. Trans. Marianne Herzfeld. New York: McGraw-Hill, 1971. This is an excellent book--similar to Harksen's and Zinserling's.

17th and 18th Centuries

6248 — Flynn, Gerard. "Sor Juana Inés de la Cruz: Mexico's Tenth Muse (1651-1695)." In Female Scholars: A Tradition of Learned Women before 1800. Ed Jeanie R. Brink. Montreal, Canada: Eden Press, 1980. Only a photocopy of the essay is on reserve.

759.4 L45Z 84/H.C. — Helm, W. H. Vigée-Lebrun, 1755-1842: Her Life, Works, and Friendships. Boston: Small, Maynard and Co. 1915.

759.4 L45Z/M1 — MacFall, Holdane. Vigée-Lebrun. London: T. C. and E. C. Jack; New York: F. A. Stokes, 1909.

ND/38 O8 — Oulmont, Charles. Les Femmes peintres du XVIII[e] siècle. Paris: Rieder, 1928.

HQ/1150 T48/1974 — Thompson, Roger. Women in Stuart England and America: A Comparative Study. London: Routledge and Kegan Paul, 1974.

19th Century

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759.2 L773 — Lister, Raymond. Victorian Narrative Paintings. New York: Clarkson N. Potter, 1966.

ND/467 M26 — Maas, Jeremy. Victorian Painters. London: Barrie and Jenkins, 1970.

ND/497 R8/N52/1976 — Nicoll, John. Dante Gabriel Rossetti. New York: Macmillan, 1976.

ND/461 G46 — Piper, David, ed. The Genius of British Painting. London: Weidenfeld and Nicolson, 1975.

ND/467 R45/1967 Cent. Ref. — Reynolds, Graham. Victorian Painting. New York: Macmillan, 1967.

ND/467.5 P7/P74 — Rose, Andrea. The Pre-Raphaelites. Oxford: Phaidon Press, Ltd., 1977.

19th Century, cont.

HQ/1596 V53 — Victorian Women: A Documentary Account of Women's Lives in Nineteenth-Century England, France, and the United States. Ed. Erna Olafson Hellerstein, Leslie Parker Hume, and Karen M. Offen. Stanford: Stanford Univ. Press, 1981.

20th Century

HQ/1208 B352 — Beauvoir, Simone de. The Second Sex. Trans. H. M. Parshley. New York: Knopf, 1953.

151A — Freud, Sigmund. "The Psychology of Women," Lecture 33 of New Introductory Lectures on Psycho-Analysis, In Major Works of Sigmund Freud, Vol. 54 of Great Books of the Western World. Chicago: Encyclopaedia Britannica, 1952. pp. 853-64.

6098 — photocopy of Freud's "The Psychology of Women," from the source above.

N/8354 N45 — Nemser, Cindy. Art Talk: Conversations with 12 Women Artists. New York: Scribner, 1975.

ND/553 P5/P68 — Porzio, Domenico, and Marco Valsecchi. Pablo Picasso: Man and His Work. Secaucus, N.J.: Chartwell Book, Inc., 1973.

6793 — "Sculpture's Queen Bee" [on Louise Nevelson] Time, 12 Jan. 1981, 66, 68-9, 71-2. A photocopy of this article is on reserve.

Research Manual

961 — Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers, Theses, and Dissertations. New York: MLA 1980.

Slides on Reserve at the Media Center, the Main Library

Each carousel tray of slides will be placed on reserve for you in the Media Center (first floor of the Library) on the afternoon of the day that the slides are presented in class. Ask for any tray by course number and the title at the top of the slide list.

Women's Studies 200
Fall, 1982
MWF 11-12
Economics Building 405

Dr. C. Jan Swearingen
Office: Modern Languages 471
Office Phone: 626-2250
Office Hours: MWF 12-1 and by appointment

Women in Western Culture

Course Objectives:
--To supplement traditional, marginal depictions of women in literature, art, philosophy, and history by focusing on women in culture and on women as makers of culture;
--To analyze the depiction of women in each historical period's art, philosophy, and literature, and to observe the roles played by women as makers of culture in each of those periods;
--To develop and practice workable methods for dealing with the question of women in culture;
--To produce careful, creative, and well articulated essays and research papers which develop original topics in this increasingly important field of study.

Course Requirements and Policies:
--Your grade will be based on the following:

Quiz 1, September 13	10%
Paper 1, September 24	15%
Mid Term Essay Exam, October	15%
Quiz 2, October 29	10%
Prospectus, November 15	ungraded
Quiz 3, November 19	10%
Term Paper, December 3	20%
Final Exam, December	20%

--All papers should be typed. Late papers will be accepted reluctantly, and only if I am notified in advance. Readings should be completed by the date listed on the syllabus, even if we have fallen behind in their discussion. You are encouraged to see me individually whenever you have questions, problems, or ideas to pursue.

Required Texts, in the order read:

Nochlin, "Why Have There Been No Great Women Artists?" Art News Vol 69, No. 9 (1971), On Reserve
Woolf, A Room of One's Own
Osborne, ed., Woman in Western Thought
Sappho, Sappho: A New Translation
Goethe, Iphigenia in Tauris
Eliot, The Mill on the Floss
Gilman, Herland
Nin, The Seduction of the Minotaur
Lessing, The Golden Notebook
Angelou, I Know Why the Caged Bird Sings

NEH PROJECT EXIT INTERVIEWS

1. HOW DO YOU THINK YOUR STUDENTS RESPONDED TO YOUR MAINSTREAMING EFFORTS?

2. WHAT HAS BEEN THE IMPACT OF THIS PROJECT ON YOU PROFESSIONALLY?

3. WHAT HAS BEEN THE EFFECT ON YOUR INTERACTION WITH YOUR COLLEAGUES?

4. WHAT HAS BEEN THE IMPACT OF THIS PROJECT ON YOU PERSONALLY?

5. DO YOU THINK THE PROJECT HAS "WORKED?" IS IT WORTH DOING?

6. WHAT DO YOU SEE YOUR FUTURE INVOLVEMENT WITH THIS PROJECT AND WITH WOMEN'S STUDIES TO BE?

ATTITUDE SURVEY

The following questions are designed to assess your attitudes and beliefs concerning female/male differences and their importance in higher education and other social institutions. This information is being collected from a sample of students at the University of Arizona. All information will be treated confidentially. Please do not attach your name to this questionnaire. The information you provide will be combined with similar data for analysis and display in a final report.

We recognize that, in surveys such as this, there is often a tendency to select the "socially approved" answer to questions about controversial issues. We hope you will resist this temptation by responding in a manner that most accurately reflects your candid attitudes or beliefs about these issues.

Thank you for your assistance. Please contact me if you have any questions about this survey.

Patricia MacCorquodale
Assistant Professor of Sociology
626-3531

On the upper portion of the answer sheet, please darken the section for today's date.

Please write in the course number and section number, if applicable.

In the upper left corner, write in the four-digit Special Code given by the questionnaire administrator, and darken the corresponding boxes.

ON THE ANSWER SHEET, MARK THE RESPONSE CORRESPONDING TO YOUR ANSWER TO EACH QUESTION.

1. Sex: (A) male (B) female

2. Year in school: (A) freshman (B) sophomore (C) junior (D) senior (E) graduate

3. Your major: (Continued in questions 4 and 5)

   (A) Agriculture (B) Architecture (C) Business and Public Administration

   (D) Earth Sciences (E) Education

4. (A) Engineering (B) Fine Arts (C) Law (D) Liberal Arts (E) Medicine

5. (A) Mines (B) Nursing (C) Pharmacy

6. If your major is in the Liberal Arts College, indicate your field:

   (A) Humanities (e.g., English, history, languages, journalism)

   (B) Social Sciences (e.g., psychology, anthropology)

   (C) Natural sciences and mathematics (e.g., chemistry, physics)

   (D) Undecided

7. Have you ever taken a Women's Studies course?

   (A) never (B) currently (C) one course in the past

   (D) more than one course in the past (E) Women's Studies minor

more . . .

The statements below describe attitudes toward adult roles in society. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) agree strongly (B) agree mildly (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by darkening either A, B, C, or D on the answer sheet for each item.

(A) AGREE STRONGLY
(B) AGREE MILDLY
(C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

8. Swearing and obscenity are less offfensive to me in the speech of a man than of a woman.

9. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

10. Both husband and wife should be allowed the same grounds for divorce.

11. Women should be concerned with their duties of childbearing and house tending rather than with desires for professional and business careers.

12. Telling dirty jokes should be mostly a masculine pursuit.

13. When both parents work outside the home, men and women should share in household tasks such as doing the laundry and caring for children.

14. It is unfair to have the word obey apply to women only in some marriage vows.

15. The husband should be favored by law over the wife in the disposal of family property or income.

16. Women should not become sexually intimate with anyone before marriage, not even their fiances.

17. Job appointment and promotion should be based on merit, without regard to sex.

18. A woman should be as free as a man to propose marriage.

19. The leadership of a community should be largely in the hands of men.

20. A woman should not expect to have quite the same freedom of action as a man.

21. Men and women should share the expenses when they go out together.

22. Sons of a family should be given more encouragement to go to college than daughters.

23. Women should be more concerned with economic and social rights than with attaining the ideal of femininity.

more . . .

(A) AGREE STRONGLY
(B) AGREE MILDLY
(C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

24. In general, the father should have greater authority than the mother in decisions regarding their children.

25. Women should be able to compete with men for jobs that have traditionally belonged to men, such as telephone lineman.

26. On the average, women should be regarded as less capable of contributing to economic production than are men.

27. There are many jobs in which men should be given preference over women in being hired or promoted.

28. Women should be given equal opportunity with men for apprenticeship in the various trades.

29. Unless it is economically necessary, married women who have young children should not work outside the home.

30. Parents should encourage as much independence in their daughters as in their sons.

31. A male and a female student are equally qualified for a certain scholarship; it should be awarded to the male student on the grounds that he has greater career potential.

32. Men need liberation as much as women do.

33. A woman should not accept a career promotion if it would require her family to move and her husband to find a new job.

34. Men should be able to compete with women for jobs that have traditionally belonged to women, such as telephone operator.

35. The Equal Rights Amendment should be ratified as quickly as possible.

36. Even though the wife works outside the home, the husband should be the main breadwinner and the wife should have responsibility for running the household.

37. Women should emphasize their appearance more than their intelligence.

END OF QUESTIONNAIRE

PLEASE RETURN QUESTIONNAIRE AND ANSWER SHEET TO QUESTIONNAIRE ADMINISTRATOR

THANK YOU.

This questionnaire is a continuation of the Attitude Survey. Please begin at number 38 on the same answer sheet. Indicate your opinion by darkening either A, B, C, or D.

(A) AGREE STRONGLY
(B) AGREE MILDLY
(C) DISAGREE MILDLY
(D) DISAGREE STRONGLY

38. As a result of this course, I have become more aware of the role and status of women.

39. As a result of this course, I have not developed a better understanding of issues affecting women.

40. Since taking this course, I have become more aware of misconceptions about women.

41. I do not intend to do reading by or about women in the future.

42. Materials on or by women in this course have helped me re-evaluate the content of my other courses.

43. Since taking this course, I expect similar courses to contain materials by or about women.

44. I would not object if I saw that other courses omit materials about women or contain biased information.

MARK THE APPROPRIATE BLANK ON THE ANSWER SHEET FOR THE QUESTIONS BELOW.

45. Since taking this course, I have changed my feelings about myself as a woman/man

(A) in a positive way (B) no change (C) in a negative way

46. Since taking this course, my feelings toward women have changed

(A) in a positive way (B) no change (C) in a negative way

47. My view of the relationship between men and women has changed since I took this course

(A) in a positive way (B) no change (C) in a negative way

The following questions ask you to evaluate how often different types of materials on or by women were used in this course. Use the following code:

(A) FREQUENTLY
(B) SOMETIMES
(C) NOT AT ALL
(D) NOT APPLICABLE

48. Assigned readings

49. Topics in syllabus

50. Lectures by instructor

51. Class discussion

52. Works by women authors

53. How interested were you in materials by or about women in this course?

(A) very interested
(B) somewhat interested
(C) not at all interested
(D) no such materials in this course

54. To what degree do you think most of your classmates were interested in materials by or about women?

(A) very interested
(B) somewhat interested
(C) not at all interested
(D) no such materials in this course

55. How would you characterize your classmates' response to materials by or about women?

(A) positive
(B) neutral
(C) negative
(D) hostile

56. How would you characterize the instructor's treatment of materials about or by women in comparison to other course materials?

(A) positive
(B) neutral
(C) negative
(D) hostile

57. Overall, to what extent do you feel that materials by or about women have been included in courses you have taken at the University of Arizona?

(A) in most of my courses
(B) in a few of my courses
(C) in some of my courses
(D) in none of my courses